

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is viewed as a medium through which we express our thoughts, ideas, emotions and feelings. Language is unique asset of human beings. In the case of communication, no language can be thought to be superior or inferior to other languages. However, some languages play more dominant role in a particular situation on a particular society. Among them, English is regarded as the world's most prestigious and important language. It is accepted as an international lingua franca. It is one of the six languages used in the UNO. More than half of the world's important books are written in English. It doesnot only serve the function as storage of knowledge but also the gateway to the world knowledge. It is used in most of the international meetings, seminars and so on. It is the language of science and technology, trade and commerce computers and internet and so on. One who has a good command of English can easily survive in any part of the world. It is a narrow window through which a broad world can be watched. As a result, English holds a very important position in our educational system and is taught as a compulsory subject from primary level to higher level of education.

Language is seen as a means that allows one to get things done .The things that can be done through language are functions such as making plans and expressing intentions, making and rejecting offers, criticizing and so on. The main aims to use these functions are to communicate. English is one of the five official languages of the UNO. It plays a vital role in international

communication. Nearly half of the world's books in science and technology are written in English. If we look at the media, we can find that over fifty percent of the world's newspaper or radio stations use English as a medium of communication. English is the passport to travel the whole world and thus has become an excellent vehicle for the transmission of modern civilization in any part of the world. So, a sound knowledge of English entails social and economic achievement.

In Nepal, according to the history, the system of teaching learning of English was formally introduced with the establishment of Darbar High School in 1835AD, the first English medium school in Nepal. Prime-minister Janga Bahadur Rana established this school after his return from England, to give formal Education to his children and to the children of other ruling Rana family members. Darbar High School was shifted to Ranipokhari in 1897AD, for the lower class people of the society.

Darbar High school was established by Janga Bahadur Rana to teach English. It was the first step into the teaching of English in Nepal. During the period of Rana, we did not find any satisfactory progress in the field of education in Nepal. In the case of teaching/ learning English, Grammar Translation method (GT-method) was widely used at that time. With the change in time, 'The National Education System Plan (NESP, 2028) brought a new change in education. Then, different new methods, and techniques appeared in the field of teaching as new trend like direct method. It appeared in the replacement of G.T. method and situational methods and so on. Every teacher was encouraged to use teaching materials while teaching. Many trainings and workshosp were organized to develop the skills of teachers by the ministry of education. It is going on at present also.

At present, communicative approach has been regarded as the best way of teaching English. Teaching language means making the learners able to communicate but not teaching about languages. After learning the language, learners should be able to express their ideas, feelings and emotions. (In the SLC exam, listening and speaking skills have been emphasized as a practical exam since 2057 B.C.).

We all know that, language is a means of communication. It is quite essential that every second of every language class has been directed to equip students with spelling and pronunciation. They really need good spelling and pronunciation power. It is known that spelling is basic in writing. Good spelling causes to communicate through speech pronunciation and writing. Every language teacher, therefore, should be attentive to good spelling and pronunciation in the classroom. Teacher can use different materials that help to enhance the spelling and pronunciation capacity of the students. Teacher himself can be a source of good spelling and pronunciation. Although there are many teaching materials, all of them are not applicable. Most of the teaching materials depend upon the situation and subject.

Speaker should identify and know how to write too. According to Crystal (1996, p.217) " The wide spread immersion that English spelling is chaotic and unpredictable is based on such famous sentence as though the rough cough and hiccough plough me through , I ought to cross the cough." However, descriptive study shows that this kind of thing is the exception not the rule. It is difficult to arrive at firm figure for the amount of spelling irregularity in a language because people differ over which words to include. There are many materials such as, wall picture, tape, overhead projector, film, video, radio programme etc. In the context of Nepal, these all materials

are not available and used properly although we have. In rural areas, electronic materials are used rarely due to lack of electricity. If we don't have such facility, in this case, language will be under shadow.

### **1.1.1 Spelling and Pronunciation**

Spelling causes so many problems. Learners are puzzled by words which have many different forms but are pronounced identically, e.g. jeans/zin, break/brake. Many words are similar in form but pronounced differently, e.g. bough, tough and though.

Since the rules of English pronunciation are so complex, occasionally this leads the students to having a wild lunge at a pronunciation which is grotesquely wrong. More important, however, are the systematic sound confusions such as /i/ and /i:/ which cause bit/beat and dip/deep. To be pronounced in the same way (usually with /i:/). In some contexts this kind of confusion can disrupt in communication.

Spelling mistakes less frequently cause misunderstanding, and more often simply a give - away of the writer's status as a learner. Again, it is the lack of fit between the sound and the spelling system which causes problems: the - or /-ar/-er and -able/ible groups of suffixes, for example, are pronounced in exactly the same way. It may comfort learners to know that native speakers sometimes tend to be as confused as they are so that, for example, adviser and advisor are both acceptable spellings of the same word.

Writing in the foreign language presents a lot of difficulty when the mother tongue script is an entirely different one. Then it is tempting to suppose that exercise in letter formation must start early and be carried on side by side with the oral work and there is something to be said for it.

Spelling and pronunciation are kept under the techniques of teaching vocabulary but they are also basic in writing and speaking. However, spelling is more important in writing than pronunciation because, knowing a particular word involves knowing of spelling of that word too. Spelling is the graphic representation of sounds in which particular word is written. Spelling is an effective way to reinforce both word analysis skills and automatic word recognition. Research consistently indicated that fluent, skilled readers (both children and adult) use variant patterns of spelling. When they read, reading itself reinforces knowledge of spelling patterns and pronunciation. Spelling for practicing word analysis skills and spelling for promoting word recognition (usually of phonetically irregular word), however, involves different task and call for different teaching techniques.

Students face difficulties in learning spelling and pronunciation. The main difficulty is that there is no one-to-one correspondence between sounds and symbols in English. Because of this relationship between sound symbols sometimes students spell the word wrongly. That is why teaching spelling is one of the most important aspects of teaching vocabulary.

### **1.1.2 Pronunciation-Spelling Correspondence: Some Teaching Ideas**

In course of teaching spelling, it is better to teach with pronunciation. If teachers do so, students will be able to identify sounds correctly while writing or reading. Ur (1996, p.58) provides the following teaching ideas for pronunciation- spelling correspondence.

- a) Dictate of random lists of words, of words that have similar spelling problems, of complete sentences, of half sentences to be completed.
- b) Read aloud syllables, words, phrases, sentences.

- c) Discrimination (1) prepare a set of ‘minimal pairs’-pairs of words which differ from each other in one sound-letter combination.
- d) Discrimination (2) provide a list of words that are spelt the same in the learners’ mother tongue and in the target language read aloud, or ask learners to, and discuss the differences in pronunciation.
- e) Prediction (1) provide a set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.
- f) Prediction (2) dictate a set of words in the target language that the learners do not know yet, but whose spelling accords with rules.

### **1.1.3 Teaching Aids**

Teaching aids and materials include any material, program or machine that can be used to help the teacher present or explain his/her lesson better.

Teaching aids and materials are designed to help a teacher save her/his time and effort and arouse interest among students. Sometimes, teaching aids are different from teaching materials in that teaching materials are those which have the content of teaching such as curriculum, course of study, text book and other supplementary materials like song, rhymes and games. Teaching aids are anything audible or visible or both which help students learn the language more quickly and accurately.

Audio-visual aids, audio-visual materials, audio visual media, visual aids, or language teaching aids and materials, all these terms, broadly speaking, mean the same thing and have been used interchangeably. The term ‘Teaching Material’ or ‘Teaching Aids’ suggest in the first instance, things

brought into the class room, like wall pictures, wall charts, films, tape, video etc. Something extra which helps the teacher to do his/ her job better, but in language teaching the sense of extra materials seem to be narrow.

### **1.1.3.1 Importance of Teaching Aids**

Visual and Aural Aids can be helpful to the teachers of English as a foreign language in a number of different ways. Wright Lee and Copper (1979, p.6),

- i. they can brighten up the classroom and bring variety and interest into language lessons.
- ii. visual aids in particular can help to provide the situation (contexts) which light up the meaning of the utterances used.
- iii. aural aids in particular help the teachers to improve their own English and to prepare more effective lessons.
- iv. both aural and visual aids can stimulate children to speak English as well as read and write it. They can help in giving information of one kind or another about the back ground of literature and about life in English speaking country.

### **1.3.1.2 Types of spelling and pronunciation materials**

Spelling and pronunciation materials refer to those materials by which students practise in or outside of the classroom. For being proficient in spelling and pronunciation aural - oral text are also very useful. Generally, those materials are designed and selected according to the objectives of the lesson, level and interest of the learners, availability of the materials, etc. If we try to find out spelling and pronunciation materials, we may have recorded materials and live materials. For this study, the materials have been provided by agencies. These materials are cassette and tapes. Generally, teachers relate cassette with the text book. If possible, teachers will record the textbook materials and give practice to their students.

#### **a) Recorded Materials**

If teachers teach a lesson by using a cassette player, it is known as recorded material. We know that spelling and pronunciation materials should be related to textbook.

#### **I Types of Recorded Materials**

We have different types of recorded materials in the field of language teaching. According to Cross (1992, p. 250),

the content of the recorded material you use will depend on the age of the learners, the nature of the course followed, the availability of speaker to make recordings and the clarity with which Anglophone broadcasts can be picked-up. Where professional recordings of textbook materials are not available, you can contrive home made ones to support the course. The investment of time is not great, and the tapes can be used year after year.



Cross (ibid) classifies the recorded materials into three main categories: authentic, scripted and semi-scripted text.

**b) Authentic Text**

These are the recordings made from the radio or live recordings of the language in the street or market. Place recording to unedited and unscripted talks or discussion, and so on. They are suitable for advanced classes for the most part, as we can exercise, no control over the content.

**c) Scripted Texts**

These are recording of fluent speakers reading exactly what is on a page but trying to sound spontaneous. Published textbook support materials are of these sorts. They are representative of the ways in which people really speak to teach others, but they can be very useful, though they are certainly better than no listening at all.

**d) Semi- scripted Texts**

These are the useful compromise for learners. They generally have desire to do exercise. Students want to listen to authentic forms of spelling and pronunciation recorded materials. So, the speakers are given guidelines or a list of points in abbreviated forms and they are to express these ideas and own ways. These types of texts are more practical than other type of recorded texts.

### e) **Using a Cassette Recorder**

If teacher uses a cassette, it creates entertainment in the classroom. Cassette recorder is such an instrument, which really brings variety in spelling and pronunciation. But teachers should be able to handle it properly. Doff (1992, p. 204) states:

listening to a cassette recording is much more difficult than listening to the teacher. When we listen to some one 'Face to face', there are many visual clues (e.g. gesture, lip movements) which help us to listen. When we listen to a cassette, these clues are missing. In a large class with bad acoustics, listening to a cassette may be very difficult in deed. Up to a point, trying to listen to something that is not clear can provide good listening practice, but if it too difficult it will must be frustrating.

Doff (ibid) presents the following guidelines for using recorded materials.

- \* Introduce the listening, and give one or two guiding questions.
- \* Play the cassette once without stopping, and discuss the guiding questions.
- \* Play the cassette again; this time, focus on important points pausing and asking what the person said each time. If students are unable, 'catch' the remark, rewind the cassette a little way and play it again.
- \* After your demonstration, discuss the techniques. Emphasize that the aim is to focus on the most important remarks only, but not, of course, to go through the whole of listening the phrase by phrase.

### **1.1.4 Importance of Tape recorded in Teaching Spelling and Pronunciation**

A tape recorder is an essential classroom aid. In the first place, it brings other voices in the classroom and gives the students valuable practice in listening to varieties of English different from the teachers. A great deal of materials is available on tape and the teacher can also record his/her own from the radio, by getting other teachers to record material for him/her, tap conversation in shops, pubs, in the street, and so on. If the students have cassette records and the teacher has the tapes there is also scope for setting them homework based on the tape.

The obvious advantage of a tape recorder over a gramophone is that it acts as a portable recording studio. Once recorded, the tape is ready for instant replay to be heard. For aural comprehension purposes, tape recorders are invaluable for recording lecture and speech. Educational broadcast can easily be recorded then replayed at times convenient to the classroom teacher. Pre-recorded material can be edited and changed to suit the level of the learner and the needs of the language programme.

When using a tape recorder for group - listening in class, the teacher must make sure that there is no echo that will make it difficult for the students to hear clearly. The room should also be in a relatively quiet part of the school or so isolated as not to allow outside noise to interfere with the passage to be heard. It is advisable to stop machine occasionally and explain some difficult parts of the materials presented. Tape materials can be effectively used for listening comprehension work and these also be used in connection with other activities, dialogues, songs, interviews, and so on. With more advanced

students, the teacher can get them to write and record broadcast in English or, if possible, students go round interviewing and recording natives.

### **1.1.5 Teaching Spelling and Pronunciation in the Context of Nepal**

English is not our native language. It is the second language for many countries where it is not a first language. In Nepal, spelling and pronunciation were not practiced much in the past. But new curriculum has pointed out its importance. Even in the textbooks, words are in phonetic transcription. Different audio, video and electronic media have become supporting materials for the improvement of spelling and pronunciation. These electronic materials are useful for authentic spelling and pronunciation practice. Electronic materials are helping the learners who are learning English as a second language. Students can record in cassette and improve their pronunciation and writing skill. Students are not given any special text for sound and pronunciation. So, they only depend on their teachers. Most of the teachers are not trained and they are not good at pronunciation and writing by which students are compelled to follow their speech. Even they have no electronic materials because we have the problem of electricity. Teachers are using cassette which are based on texts for teaching listening. On the basis of that, students are expected to be improved but it is just a relief as 'something is better than nothing'. Each unit of the text book has a lot of words to be taught and pronounced and to be written but specialists of English and a government have not taken care of the things. Those exercises and words should be recorded and designed with an aim to provide the opportunity to the students to use the language in their day to day activities in correct pronunciation and improve their communicative competence in English.

Generally, pronunciation skill is emphasized through the use of tapes recorded by both Nepali speakers and native speakers of English. All the exercises based on the tapes are developed to enable the students to improve their pronunciation skills and their skill in extracting information from scripts.

The lower secondary level's curriculum is based on communicative functions. In communicative language teaching all aspects of language has been included.

## **1.2 Review of the Related Literature**

So far, the various research works have been carried out at comparing methods in terms of their effectiveness. Regarding this, Richards and Rodgers (1956, p .165) write, "The most difficult kind of data to provide is that which offers evidence that one method is more effective than another in attaining program objectives." No survey research on the use of tapes has been done. This is the first research of tapes for spelling at grade-vi.

Acharya (2001) carried out a research to find out "The Effectiveness of Recorded Materials and Live Materials in Teaching Listening". It was found that recorded materials are slightly better than the live materials in teaching listening.

Limbu (2002) carried out a study to find out "The Effects of Animated Films on The Development of Spoken Fluency in the Young Children". It was found that animated films on the development of spoken fluency in the young children are so effective on the development of spoken fluency in them.

Satyal (2003) carried out a research to find out “The Effectiveness of Visual Aids in Teaching English at Primary Level”. It was found that the use of visual aids in teaching English at Primary level is fruitful and effective.

Pandey (2004) carried out a study to find out “The Effectiveness of Language Games in Teaching Grammar”. It was found that using games in teaching grammar are relatively more effective than teaching grammar without using it.

Sapkota (2006) carried out another same kind of research or study on “Effectiveness of Live Presentation and Recoded Materials in Teaching Listening Comprehension”. He also conducted experimental research at Janata Higher Secondary, Surkhet with the 8th grade students. He found that live presentation was more effective in teaching listening comprehension.

Among these students Satyal, and Sapkota studied on the effectiveness of live and recorded materials. They concluded that aids or teaching materials are more effective for the students for teaching English. But Sapkota concluded that live presentations are more effective for teaching listening comprehension than recorded materials. This research attempts to find out about the use of tape, whether the teachers use tapes for teaching spelling and pronunciation or not at the lower secondary level.

### **1.3 Objectives of the Study**

the objectives of the study were as follows:

- i. To find out whether the teachers use teaching materials (i.e. tape) to teach spelling and pronunciation or not,
- ii. To find out the practicalities of the use of spelling and pronunciation materials at the lower secondary level.
- iii. To suggest pedagogical implications.

### **1.4 Significance of the study**

The researcher wanted to concentrate his study mainly on the use of tape recording at grade six to teach spelling and pronunciation. This study is beneficial for the researchers, linguists, teachers, course designers, textbook writers, students, and others who are related to language teaching and learning. It may determine as to what types of materials are more useful and practical to teach spelling and pronunciation in the context of Nepal. Hopefully, the NGOs and INGOs can get feedback from this study.

## **CHAPTER TWO**

### **METHODOLOGY**

The methodology which was adopted in carrying out the study is described below.

#### **2.1 Sources of Data**

The researcher collected the data from both primary and secondary sources to complete the study.

##### **2.1.1 Primary Source of Data**

The students and teachers of Banke district were the primary sources of data.

##### **2.1.2 Secondary Source of Data**

Secondary sources of data were various books, journal and articles. English textbook of grade six, Freeman (1986), Harmer (1991), Scott (1964), Ur (1996), Wright (1986) and Young voices in ELT (2000) were used as secondary sources.

#### **2.2 Population of the Study**

The population of the study consisted of the students of grade six studying at government schools of Banke District and the teachers.

#### **2.3 Sampling Procedure**

Five schools facilitated with tapes and other materials were selected from Banke District using purposive sampling. Researcher selected five teachers and hundred students from the five Lower Secondary Schools.



## **2.4 Tools for the Data Collection**

The main tool for collection of data was checklist for the class observation. The researcher used were two sets of questionnaires for the teachers and students.

## **2.5 Process of Data Collection**

At first, the researcher visited the related schools. Then, he provided the questionnaires to the selected teachers and students and collected then after they were filled in. Then he observed altogether twenty classes using a observation form to record the use of electronic devices the teachers used to teach spelling and pronunciation.

## **2.6 Limitations of the Study**

This study had the following limitations:

- i. This study was limited to only five government aided schools of Banke District.
- ii. It was limited to only the students of grade six of the selected schools.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis, interpretation, and presentation of data. The data were collected from five schools of Banke district. All the schools are situated in urban area of Banke.

Researcher selected hundred students and five teachers as subjects from those selected schools. Twenty students from each school were selected randomly. He distributed the questionnaires for teachers and students to obtain information. In course of getting information, the researcher also observed twenty classes. Thus, twenty lessons of five schools were observed. During that time, he used two different sets of questionnaires and one classroom observation form with check list to obtain the data.

#### **3.1 Analysis and Interpretation of the Information Obtained from Questionnaires**

The researcher used two sets of questionnaires, one was for the teacher, and the other for the students. These two sets of questionnaire are interpreted, analyzed, and presented separately.

##### **3.1.1 Analysis of Data Obtained from the Students' Questionnaires**

Analysis of information drawn from the students' questionnaires is as follows;

**Table No. 1**

**Use of Tape for Teaching Spelling and Pronunciation**

Use of Tape in Classes	Students
Always	0%
Often	15%
Sometimes	75%
Never	10%

The table shows that 15 percent students of those schools said that the teacher used the recorded materials often where as 75 percent students of schools said that they all used some times. Ten percent students said that the teacher never used recorded materials. So, the table proved that the teacher of those schools used tapes material sometimes.

**Table No. 2**

**Comprehension of the Recorded Materials**

Comprehension	Students
Less than 25%	17%
25% to 50%	38%
50% to 75%	35%
More than 75%	10%

As presented in the above table from less than 25 percent recorded material's voice was comprehended by 17 percent students, 25 to 50 percent was understood by 38 percent students, 50 to 75 percent was comprehended by 35 percent and 75 percent was understood by 10 percent.

**Table No. 3**

**Comprehension of the Teacher's Voice**

Comprehension	Teacher's Voice
Less than 25%	0%
25% to 50%	23%
50% to 75%	42%
More than 75%	35%

As presented in the above table, 25 to 50 percent teacher's voice was understood by 23 percent students, 50 to 75 percent teacher's voice was understood by 42 percent and 75 percent teacher's voice was understood by 35 percent students.

**TableNo. 4**

**Techniques for Teaching Spelling and Pronunciation**

Techniques	Students
Dictation and Drill	85%
Missing spelling and drill	10%
Missing word and drill	3%
Cross word puzzle and drill	2%

Although there were many ways or techniques to teach spelling and pronunciation but most of the student preferred dictations and imitation.

The researcher found that 85 percent students preferred dictation and imitation. Like wise, 10 percent preferred missing spelling, 3 percent preferred missing words and 2 percent cross word puzzle.

The table clearly presented that dictation and drill were the most preferable techniques for students.

**TableNo. 5**

**Materials while Learning Spelling and Pronunciation.**

Materials	Students
Recorded materials	75%
Teacher's voice	20%
Video	5%

The table shows that 75 percent student preferred recorded materials while learning pronunciation and spelling. Likewise, 20 percent and 5 percent students desired teacher's voice and video respectively. Some times, teachers used laptop which students called video.

**TableNo. 6**

**Evaluation system**

Evaluation	Students
Yes	85%
No	0%
Sometimes	15%

The table presented above shows that there was also evaluation system in spelling and pronunciation. The researcher found that 85 percent students said that teachers used both oral and written medium of test to test students' progress. Likewise, 15 percent students said that the teacher used test sometimes

**TableNo. 7**

**Use of Extra-recorded Materials**

Materials	Students
Yes	25%
No	5%
Sometimes	70%

As in the previous table, most of the students could understand the live presentation. Seventy percent said that the teachers used extra-recorded materials sometimes. Likewise, 25 percent viewed in favor of using recorded material, which was useful to improve their pronunciation and spelling. Five percent of the use found against this use of extra-recorded materials. In the classroom, teachers used a few extra materials.

**Table No. 8**

**Text based cassette**

Recorded Materials	Students
Always	0%
Never	0%
Sometimes	100%

As in the above table, all students said that the text based cassette was used sometimes.

**Table No. 9**

**Test on Spelling and Pronunciation**

Test	Students
Yes	70%
No	0%
Sometimes	30%

Agencies provided the tape with cassette and they were told to practise immediately after the completion of exercise. Teachers were told to practise using drill in the classroom. After the drill many times, students were asked to write those words. In this course, researcher found that teachers were testing students. Researcher found that 70 percent students said on use of testing on spelling and pronunciation. Likewise, 30 percent students viewed some times. When teacher played cassette, students listened carefully then students were asked to imitate exactly as it was pronounced in cassette. At that time, students were asked to write those words, phrases and sentences.

**Table No. 10**

**Medium of test on spelling and pronunciation**

Test medium	Students
Written	0%
Oral	15%
Both oral and written	85%

As pointed in the above table, researcher found that there was test for pronunciation and spelling. As in the above table, 85 percent students said

that teachers used oral and written tests both. Like wise, 15 percent students viewed that they were tested orally but nobody was given the written test.

### 3.1.2 Teacher's Questionnaire

The researcher distributed those questionnaires to the teachers. Researcher also wanted to derive the ideas, views and attitude from the teacher.

**Table No. 11**

#### **The use of recorded materials in the class room**

Materials	Teachers
Always	0%
Often	77%
Sometimes	23%
Never	0%

It is known that, from the previous tables, electronic devices such as cassettes really helped the students. Students told that cassettes help them to talk as native speakers. So, electronic devices played crucial role for making learners proficient. It also made classroom interesting. It also increased the student's learning ability. If a teacher taught spelling and pronunciation through his/her own voice, students could not get a chance to ask the teacher time and again. According to the table, none of the teachers always used recorded materials in those schools in teaching spelling and pronunciation.

The table above also shows that 77 percent teachers often used recorded materials but none of the teachers said always. Likewise, 23 percent said that they some times used electronic materials. In this way, some of the teachers told 'never'.



**Table No. 12**

**Materials Used in Teaching Spelling and Pronunciation**

Materials	Teachers
Teacher's voice	50%
Cassettes	50%
Video	0%
Radio Programme	0%

In the previous table, teacher's voice was highly used and preferred by the students. The table shows that, the researcher tried to find out the common materials that the teacher used the most. Fifty percent teachers' of those schools used teacher voice and 50 percent used cassettes.

**3.1.2.1 Materials in Teaching Spelling and Pronunciation in the Context of Nepal**

The researcher had tried to know in general as to what type of materials were more useful in teaching spelling and pronunciation in the context of Nepal. The researcher had tried to collect the views of the teachers with the help of questionnaires. Many teachers gave the same responses. Success in teaching spelling and pronunciation often depends on teachers and materials. In this case the informants viewed that electronic devices were to be geared to teach spelling and pronunciation. But due to many obstacles such as, untrained and less proficient teachers, launching programme was in poor condition. These schools were doing little more progress than other common schools. They also viewed that electricity caused problems in teaching pronunciation. They were in favor of using electronic materials but careless

to save it. Some teachers were keeping with great interest and care but some teachers were careless.

If teachers played recorded materials daily, students would be able to know the real taste of native speaker's speech. Even they argued that less proficient students were more benefited. Some of the students were unknown about alphabet but teachers were using tapes. So, students should be taught letters.

### **3.1.2.2 Suggestion to Deal with Spelling and Pronunciation**

Teachers viewed that all schools were compelled to use teacher's voice always. The teacher should not be lazy to use available materials provided by agencies while teaching spelling and pronunciation. He/she had to choose the material, which was related and useful to the teaching item in question. If the teacher selected teaching materials, he/she had to think of these availability. Many teachers suggested that cassettes were useful materials to deal with spelling and pronunciation.

### **3.1.2.3 Materials in Teaching Spelling and Pronunciation at Grade Six**

Tape is more important material among many electronic devices. The teachers viewed that cassettes helped like native speakers. In course of teaching, teachers were guided by such cassette. In the cassette, unit wise practice was given. So, the teacher could listen to themselves to improve their own pronunciation and spelling. When teachers were in dilemma, they corrected their pronunciation and used to spell the words. Tape was a reliable material for them. If the teacher taught spelling and pronunciation through cassette, they would present in the following ways;

- Teacher wrote many words on the black board.

- The he/she pronounced them, and then played the cassette.
- The teacher rubbed those words on the board.
- The teacher played the cassette.
- Students were asked to listen to it very carefully.
- Students were asked to imitate those words in spoken form then to write them.

But/B^t/(pronounced)

But (wrote)

Drill was effective for the beginners. At grade six, students were asked to be involved in drill activities.

#### **3.1.2.4 Techniques of Teaching Spelling and Pronunciation**

When the researcher entered the class room at that time teachers were using imitation and drill for sound and pronunciation and dictation for writing. They viewed that drill and dictation were common for teaching because students were unknown about different possible variants of spelling and pronunciation rules.

#### **3.1.2.5 Sufficient Materials for this Level to Teach Spelling and Pronunciation**

In course of obtaining information for the research on this topic, the researcher found that materials provided by the agencies were not enough.

### **3.1.2.6 Effective Steps for the Programme**

Teacher provided electronic devices for five government schools but did not think of cassettes' effect for a longtime. Agencies told the teachers to buy blank cassettes and record their voices for each unit but it was not applied. Because teachers didnot buy any blank cassette and try to record their voice. They just used cassette provided to them. NGOs did not care and observe any classes to check whether or not the teachers used the provided materials. There should have been follow up checkings.

### **3.2 Analysis and Interpretation from Observation Form**

There were several points in the classroom observation form. In this part of analysis, researcher tried to describe every point using tables. As in pervious sections, the researcher described using both descriptive and statistical approach. Every point in observation form was presented and described separately.

Titles were based on observation form. Each title was presented above the table. These title had been described by the researcher separately keeping in the box. The percentage of box presented title's ratio.

**Table No. 13**

#### **Use of Cassette**

Always	0%
Occasionally	85%
Never	15%

The researcher found that teachers occasionally used cassette in the classroom.

**Table No. 14**

**Use of Video**

Always	0%
Occasionally	0%
Never	100%

He found that video was not facilitated by agencies.

**Table No. 15**

**Teacher's Voice**

Always	20%
Occasionally	80%
Never	0%

Twenty percent teacher always used their voice in classroom and 80 percent occasionally.

### **3.2.1 Initiation of the Class**

Under this topic, the researcher observed the classes as to find out how the teachers initiated the classes to teach spelling and pronunciation. The researcher found that the initiation was good.

The researcher tried to describe each point separately under this topic 'Initiation of the Class'.

**Table No. 16**

**Briefing**

Always	80%
Occasionally	0%
Never	20%

In course of observing classes, the researcher found that, in 80 percent classes, teachers explained the text before playing the cassette. In 20 percent classes, they started the text without briefing.

**Table No. 17**

**Play the Recorded Materials**

Materials	Students
Always	25%
Occasionally	45%
Never	30%

The table indicated that 25 percent teachers always, 45 percent occasionally and 30 percent never played the recorded material in teaching spelling and pronunciation.

**Table No. 18**

**Teacher's Voice**

Always	60%
Occasionally	40%
Never	0%

Use of the teacher's voice in the beginning of the lesson was presented in the above table. As presented above, in 60 percent classes, teachers always used their own voice and 40 percent occasionally used.

### **3.2.2 Relevance of the materials**

This topic clearly stated whether the used materials were relevant to the textbook, curriculum, topic and level of the student or not. There were many audio and C.D. cassettes available in the market but the teacher should be able to identify which was more advantageous for them. Even there was audio cassette which was recorded on the basis of class six textbook. Teachers could also use those materials which were helpful. Likewise, agencies provided C.Ds and audio cassette but these all were not totally based on the prescribed textbook. These were equally important as provided by Janak education materials.

**Table No. 19**

#### **Relevance to the Curriculum**

Most	75%
Highly	25%
Fairly	0%

The researcher found that 75 percent materials were equally helpful to achieve the goal as pointed in the curriculum. All the materials used in the class room were authentic because students were likely to achieve their objectives.

### 3.2.3 Relevance to the Textbook

The researcher observed and found that the recorded materials were related to the text book. Some teachers were using text based cassette and some were trying to relate those materials with the cassettes provided by the agencies.

**Table No. 20**

#### **Relevance of the Textbook**

Always	90%
Occasionally	10%
Never	0%

The researcher found that 90 percent recorded materials were always based on the prescribed textbook. The teachers occasionally used text based recorded materials.

**Table No. 21**

#### **Relevance to the Student's Level and Interest**

Always	30%
Occasionally	60%
Never	10%

The researchers found that 30 percent recorded materials were suitable, 60 percent occasionally but 10 percent materials were never suitable.



### 3.2.4 Language of the Material

This topic is broad because it covered the voice and fluency of the materials. Recorded materials were very difficult to understand because different voices were mixed up. So, students faced a lot of difficulties.

**Table No. 22**

#### **Voice and Fluency of the Materials**

Voice and Fluency	Teacher voice	Recorded Materials
Good	70%	85%
Tolerable	30%	15%
Poor	0%	0%

Voice and fluency of the teacher was 70 percent good, and 30 percent tolerable. On the other hand, sound and fluency of the recorded material was 85 percent good and 15 percent tolerable.

From the above table, the researcher concluded that the recorded material was better than teacher's voice for fluency.

**Table No. 23**

#### **Clarity of the Materials**

Clarity	Teacher voice	Recorded materials
Good	80%	75%
Tolerable	20%	30%
Poor	0%	0%

The researcher observed the classes and presented as in the statistical form. The clarity of the teacher's voice was 80 percent good, 20 percent tolerable and poor was nil. Whereas clarity of recorded materials was 70 percent good and 25 percent tolerable.

**Table No. 24**

**Time Spent in the Use of Materials**

Recorded materials	30%
Teacher's voice	70%

By observing the classes, the researcher found that only 30 percent time was spent on the use of recorded materials and 70 percent on the use of teacher's voice in class. Rest of the time was spent on other activities (i.e. practice and evaluation). This table indicates that most of the time was spent using teacher's voice.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The purpose of the study was to find out the usage of the electronic devices (i.e. tape with cassette) to teach spelling and pronunciation. The study also tries to find out the practicalities of teaching materials only in five government aided schools where electronic devices with cassettes were provided. The researcher also tried to compare those materials through different aspects. Different views were collected by the researcher from class observation, student's questionnaire and teacher's questionnaire. He observed the classes, distributed questionnaires and collected the required information for the data. The researcher observed classes of five schools where tape with cassettes were provided by agencies to teach spelling and pronunciation.

#### **4.1 Findings from the Questionnaires**

The findings of the research as follows:

- i. Although recorded materials were used in schools, many students preferred teachers' voice.
- ii. Teacher's voice was more comprehensible than cassettes.
- iii. Video and Radio programmes were not used in any school.
- iv. Cassette was more useful material in comparison to the teacher's voice to teach spelling and pronunciation.
- v. Teacher's voice was easiest and the cassette was most difficult to understand the text.
- vi. Cassette was the most useful materials to deal with spelling and pronunciation.

- vii. Teacher's live presentation was the most useful to teach spelling and pronunciation in the context of Nepal.
- viii. Most of the teachers were untrained so they were unknown about the importance of tapes.
- ix. Dictation and Drill were more effective techniques for teaching spelling and pronunciation in comparison to missing words and letters.
- x. Although the cassettes had been provided for five schools, the teachers used those materials less than their voice.
- xi. Teachers did not always use tape for teaching spelling and pronunciation.
- xii. Tape for teaching spelling and pronunciation was more useful but student's weakness prevented teachers to use those materials for teaching. Some students were so weak that they could not read and write letters.
- xiii. Teachers were not good at pronunciation and spelling. Even teachers were unable to pronounce words which were given in the text book. So, it was impossible to think that students were benefited.
- xiv. Teachers were careless in handling the cassettes and cassette players.

#### **4.1.1 Findings from the Classroom Observation Form**

- i. Teachers did not use only text book oriented but also extra practice.
- ii. Most of the materials were relevant to the curriculum and text books but not always relevant to the student's level and interest. Just cassette was provided to those school.

- iii. Sound and Fluency of recorded material was better than the teachers' voice and fluency.
- iv. Teachers used their own voice more than the recorded materials while teaching spelling and pronunciation. Students told that teacher should use more recorded cassettes. Only talented students viewed in favor of using cassettes.

## **4.2 Recommendations**

On the basis of the above findings, the researcher proposed the following recommendation :

- i. If recorded materials were damaged, agencies or district education office should repair or replace them.
- ii. Teacher should use and teach letters, alphabets with every possible variant.
- iii. Teacher should use extra cassettes.
- iv. Teachers should use their own voice as well as cassettes. That could create live pronunciation practice in the class work.
- v. Teachers are recommended to be active to use available materials in language teaching.
- vi. Weakness of students should be removed making them practice more in the classroom.
- vii. Cassette should be selected considering student's level and interest.
- viii. The students themselves should also practise this aspect by listening to radio and watching the television and other media.
- ix. There should be regular class observation by agencies.
- x. Teachers should use more recorded materials in the classroom than their voice.

- xi. Agencies should provide training to teachers on how to use the materials.
- xii. Student's should not depend only on classroom but should watch news on T.V, listen to radio and practice outside the class.
- xiii. It was very difficult to understand the recorded materials. Students should be made familiar with every possible variant of pronunciation patterns and sounds.
- xiv. Teacher had better use imitation and dictation techniques to teach spelling and pronunciation regularly in the classroom.

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## APPENDIX-I

### SURVEY STUDY ON THE USE OF ELECTRONIC DEVICES TO TEACH SPELLING AND PRONUCNCIATION AT THE LOWER SECONDARY LEVEL

Class observation from

Teacher's name:

School:

Date:

1		Use of materials in the class room	always	Occasionally	Never	Remarks
	a	Cassettes				
	b	Videos				
	c	Teacher's voice				
2		Initiation of the class				
	a	Briefing				
	b	Play the recorded material				
	c	Teacher's voice				
3		Relevance of the material	The most	Highly	Fairly	
	a	Relevance of the curriculum				
	b	Relevance of the text book				
	c	Relevance of the student's level and interest				
4		Language of the material	Good	Tolerable	Poor	
i		Recorded materials				
	a	Fluency				
	b	Voice				
	c	Clarity				
ii		Teacher's voice				
	a	Fluency				
	b	Voice				
	c	Clarity				
5		Use of the material within the period in time	time			
	a	Record materials				
	b	Teacher's voice				

Observed class:

**Name of the Observer**

**Hari Prasad Adhikari**

**M.Ed. English**

**T.U. Kirtipur**

Class observation form

Teacher's name:

Date:

School:

Observed class:

1		Use of materials in the class room	always	Occasionally	Never	Remarks
	a	Cassettes				
	b	Videos				
	c	Teacher's voice				
2						
	a	Briefing				
	b	Play the recorded material				
	c	Teacher's voice				
3		Relevance of the material	The most	Highly	Fairly	
	a	Relevance of the curriculum				
	b	Relevance of the text book				
	c	Relevance of the student's level and interest				
4		Language of the material	Good	Tolerable	Poor	
i						
	a	Fluency				
	b	Voice				
	c	Clarity				
ii						
	a	Fluency				
	b	Voice				
	c	Clarity				
5		Use of the material within the period in time	time			
	a	Record materials				
	b	Teacher's voice				

Questionnaire for the Teachers

Teacher's Name:

Date:

School:

**Choose the one you like most**

1. How often do you use recorded materials in teaching spelling and pronunciation?

(a) Always b)often c) cassettes and video d) Radio Programme

2. Which materials do you often use in teaching spelling and pronunciation?

a) Teacher's voice b) Cassette with video c)video d) Radio programme

**View to these quotations.**

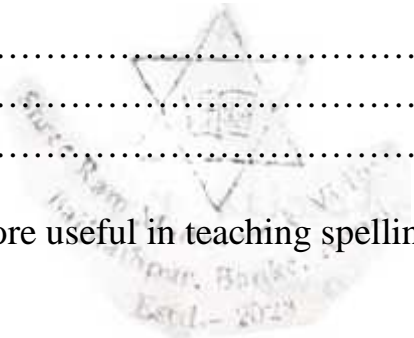
3. What type of material is more useful in teaching spelling and pronunciation in the context of Nepal?

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4. What type of material do you suggest other teacher to deal with spelling and pronunciation to the context?

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5. Which material is more useful in teaching spelling and pronunciation at grade six?



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.....  
.....

6. Which technique is more useful in teaching spelling and pronunciation? Why?

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7. Are these materials sufficient for this level to teach spelling and pronunciation? Should teacher use other more materials?

.....  
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.....

8. What are the effective steps for this programme?

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Signature of the teacher

**Thank you !**

## Questionnaire for the students

Student's name:

Date:

### Choose one you like most

1. Does your teacher teach spelling and pronunciation using tape?  
(a) Always (b) Never (c) Some times (d) Often
2. To what extend do you grasp the voice through recorded materials?  
(a) Less than 25% (b) 25% to 50% (c) 50 % to 75% (d) 75% to 100%
3. To what extend do you grasp the teacher's voice?  
(a) Less than 25% (b) 25% to 50% (c) 50 % to 75% (d) more then 75%
4. Which technique does your teacher use while teaching spelling and pronunciation?  
(a) Dictation (b) Missing spelling (c) Missing word (d) Cross word puzzle
5. Which material is preferred by students while learning spelling and pronunciation?  
(a) Tape (b) Teacher's voice (c) video
6. Is there evaluation system in spelling and pronunciation?  
(a) yes (b) No (c) Some times
7. Does your teacher use extra-recorded materials to teach spelling and pronunciation?  
(a) Yes (b) No (c) Some times

8. Are recorded materials based on text books?

(a) Always (b) Never (c) Sometimes

9. Does your teacher test on spelling and Pronunciation after playing the cassette?

(a) Yes (b) No (c) Sometimes

10. What is the medium of test on spelling and Pronunciation?

(a) Written (b) Oral (c) Both oral and written

**APPENDIX-IV**  
**SELECTED TEACHERS**

1. Hair Chand
2. Anand Chaudhari
3. Ramesh Yadav
4. Sita Poudel
5. Dev Raj Pun



**APPENDIX–V**  
**SELECTED SCHOOLS**

1. Ram Secondary School
2. Tribhuvan Secondary School
3. Adarsha Secondary School
4. Badri Secondary School
5. Saraswati Lower Secondary School

**APPENDIX-II**

**SURVEY STUDY ON THE USE OF ELECTRONIC DEVICES TO  
TEACH SPELLING AND PRONUNCIATION AT THE LOWER  
SECONDARY LEVEL**

**Questionnaire for the Teachers**

Teacher's Name:

Date:

School:

**Choose the one you like most**

1. How often do you use recorded materials in teaching spelling and pronunciation?

(a) always (b) often (c) cassettes (e) video (d) Radio Programme

2. Which materials do you often use in teaching spelling and pronunciation?

(a) Teacher's voice (b) Cassette with video (c) video (d) Radio programme

**View to these quotations.**

3. What type of material is more useful in teaching spelling and pronunciation in the context of Nepal?

.....  
.....  
.....  
.....

4. What type of material do you suggest other teacher to deal with spelling and pronunciation to the context?

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5. Which material is more useful in teaching spelling and pronunciation at grade six?

.....  
.....  
.....

6. Which technique is more useful in teaching spelling and pronunciation? Why?

.....  
.....  
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7. Are these materials sufficient for this level to teach spelling and pronunciation? Should teacher use other more materials?

.....  
.....  
.....

8. What are the effective steps for this programme?

.....  
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.....

Signature of the teacher

**Thank you !**

## **APPENDIX–III**

### **SURVEY STUDY ON THE USE OF ELECTRONIC DEVICES TO TEACH SPELLING AND PRONUNCIATION AT THE LOWER SECONDARY LEVEL**

#### **Questionnaire for the students**

Student's name:

Date:

#### **Choose one you like most**

1. Does your teacher teach spelling and pronunciation using tape?  
(a) Always (b) Never (c) Some times (d) Often
2. To what extend do you grasp the voice through recorded materials?  
(a) Less than 25% (b) 25% to 50% (c) 50 % to 75% (d) 75% to 100%
3. To what extend do you grasp the teacher's voice?  
(a) Less than 25% (b) 25% to 50% (c) 50 % to 75% (d) more than 75%
4. Which technique does your teacher use while teaching spelling and pronunciation?  
(a) Dictation (b) Missing spelling (c) Missing word (d) Cross word puzzle
5. Which material is preferred by students while learning spelling and pronunciation?  
(a) Tape (b) Teacher's voice (c) video
6. Is there evaluation system in spelling and pronunciation?

(b) yes (b) No (c) Some times

7. Does your teacher use extra-recorded materials to teach spelling and pronunciation?

(b) Yes (b) No (c) Some times

8. Are recorded materials based on text books?

(b) Always (b) Never (c) Sometimes

9. Does your teacher test on spelling and Pronunciation after playing the cassette?

(a) Yes (b) No (c) Sometimes

10. What is the medium of test on spelling and Pronunciation?

(a) Written (b) Oral (c) Both oral and written

## **APPENDIX–VI**

### **SURVEY STUDY ON THE USE OF ELECTRONIC DEVICES TO TEACH SPELLING AND PRONUCNCIATION AT THE LOWER SECONDARY LEVEL**

#### **SELECTED STUDENTS**

1. Dhansari B.K.
2. Chanda Thapa
3. Rattan B.K.
4. Ramu B.K.
5. Badri Chaudhari
6. Rajendra Budha
7. Pawan Yadev
8. Sontosh Yadev
9. Gopal Yadev
10. Dinesh Budha Thoki
11. Prakesh Budha Thoki
12. Richa G.M
13. Yamuna B.K
14. Kamali Gadariya
15. Kamal Karki
16. Usha Thapa
17. Chadani Chaudhari
18. Jeet Bahadur B.K
19. Umesh Yadev
20. Amar Shaha
21. Bimala Chaudhari
22. Mahoobat Ali

23. Siva Ale
24. Kaushal Dhobi
25. Jagdish Yadev
26. Suresh Harizon
27. Hima Chaudhari
28. Dal Bahadur B.K
29. Aanda B.K.
30. Lal Bahadur B.K.
31. Akarti K.C.
32. Tulsi Oli
33. Bishnu B.K.
34. Tara K.C.
35. Shyam yadev
36. Narayan Chaudhari
37. Santosh K.C.
38. Sita Oli
39. Birmi B.K.
40. Devi Sunar
41. Govinda Chaudhari
42. Narayan Thapa
43. Bhagwati Yadev
44. Sita Ram Yadev
45. Sunita Yadev
46. Ram Kumar Yadav
47. Karmalal Pun
48. Yamu Gharti
49. Tika Khatri
50. Khuma Oli
51. Tika B.K.

52. Givan Devkota
53. Dharma B.K.
54. Ratan Basnet
55. Mahendra Chaudhari
56. Ratan Thapa
57. Dev Raj Devkota
58. Uttima Poudel
59. Kalpana Chaudhari
60. Sima Basfor
61. Dipendra Gautam
62. Santosh Chaudhari
63. Indira Pokhrel
64. Lal Bahadur Rana
65. Khim Bahadur G.M.
66. Devi Budha
67. Usmita Dhakal
68. Raju Baniya
69. Gita Chand
70. Rita Chaudhari
71. UdyarAm Pun Magar
72. Parbati K.C.
73. Basnet Lamichhne
74. Laxmi Budha
75. Ashakumari B.K.
76. Chetram Thapa
77. Anju Gurung
78. Ghanshyam Tharu
79. Gauri Thapa
80. Bhagwati Chdr.



81. Amin Chdr.
82. Lok Bahadur Budha
83. Santosh Chetri
84. Sulochana K.C.
85. Dipa Poudel
86. Anita Budha
87. Gita Sunar
88. Bikash K.C.
89. Gopal Budha
90. Kiran Poudel
91. Guma Singh Rawat
92. Urmila Dangi
93. Bhanu Chaudhary
94. Bina Budha
95. Himal K.C.
96. Arjun K.C.
97. Sharvan Chaudhary
98. Malati pandey
99. Hemant Sing Chdr.
100. Babul Ali

## APPENDIX-VII

The electronic devices (i.e. Cassettes and Cds) given below

- a) Practice for learning language